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School Management.

NUMBER I.

I prefer to use this title and include School Government under it, because good government is very much a matter of management. The need of government arises whenever one person endeavors to accomplish a certain object through several other persons. The general must govern his soldiers if he would by them take the city; the teacher must govern his scholars if by them he designs to have a certain amount of knowledge gained. It is conceded that it is difficult to govern; that is easier to teach. But I seriously think that much of the difficulty arises from causes within the reach of the teacher.

All agree that School Government means the control of the pupil. Yet we must look deeper, and inquire for what it exists, how the pupil and the teacher are related to it severally, and how it is obtained. Many teachers wrongly conceive of every one of these points.

School Government exists for two things, to facilitate the progress of the pupil and to train the pupil to recognize order and authority. The first is the greatest. The school is for the scholar; it is paid for by his parents; it exists for his profit and pleasure. While the second has its importance, many teachers make it important. They act under the belief that all the pupil comes to school for is unquestioning obedience to their rules. I remember a young teacher who began her first work with a maxim derived from a veteran that she could never succeed if her pupils did not instantaneously obey her. She was soon brought to face a difficulty, generated by this maxim alone. A pupil, not six years old, refused to stand on the floor when commanded; she felt that she had failed. Here was a right conception of what school government consisted in, as far as her relation to it went, but she did not look on the pupil's side.

It must laid down as the first requisite, that the pupils must be assured that they will be directed to do only reasonable things, things that are for their good, things that one who loves them and seeks their good deems worthy; there must be confidence in the teacher. I am well aware that there will be dissent with this position, and that twenty-five years ago the dissent would have been far greater than it is to day. I believe, in a few years, this position will be unchallenged. There are those who think a pupil should obey, no matter what the command, reasonable or unreasonable, pleasant or disagreeable. But legal opinions have shown that there is a limit to the teacher's authority. He can command the performance of things that conduce to the education of the pupil. The school is founded for the good of the pupil; school government exists for his good—that is its limitation. Every regulation should aid the pupil to advance in knowledge and virtue, promote harmonious companionship, preserve the school property and develop respect for order and authority. It is of the highest importance that the teacher should realize that while he is invested with legislative and executive functions, yet the judicial power lies outside, in public opinion. To have that upon his side, he must only make laws that will be seen to be for the good of his pupils. There must be a feeling of confidence in the minds of his pupils, that the rules are established for their benefit, and that the teacher is just towards them. This is a very important consideration.

The pupils must be considered in forming every regulation. In the school-room, the pupils should be advised

with at least, and this is not solely as a matter of policy. In every case, except that of very young pupils, the regulations will be considered and debated, and condemned or approved. Nor is this wrong, although arbitrary teachers think so. I remember a certain teacher, who posted up a list of rules on the door of the school-room, soon after his introduction into office. The rules being torn down at noon-time, they were succeeded by another set with an additional rule, that no one should tear down the rules. I do not take the position that the pupils should legislate, though I have known that to be done with good success; but I believe the pupils should be consulted, advised with, and taken into the confidence of the teacher. They have more to do than to hear and obey; at least in a practical light, it will be found best to have the pupils know their rights are considered. Those who have been the most successful in the school-room, ever seek to carry the public opinion of the school-room with them. How this is to be done, I leave for the tact of the teacher to discover. Some put matters to vote, some have a committee of leading scholars, others depend on their own address in stating the case, and influencing their pupils. Whatever way is selected, one impression must be left on the pupil's mind—he must feel that the teacher relies on his co-operation and aid, in performing his work. I believe the best work is done when the pupils feel that the honor and good name of the school is due to them. I recall an instance, where a gentleman, at public exercises, asked the teacher to explain how the excellent order and scholarship had been obtained; the reply was, that it arose from the unselfish devotion of the pupils to the interests of the school, that the school was good because it had good scholars in it. That was made a proud moment for those pupils; suppose, however, the teacher had appropriated the honor?

Let the teacher remember, then, that the material of a good school is in his scholars; and that he cannot succeed without their consent. By appropriate influences the teacher may induce his pupils "to go through fire and water" for him. The severity of the ordinances is not what causes rebellion. The most exacting teachers have no difficulty when they retain the influence of their pupils. But if pupils feel the rule is made from pure love of authority, there will be trouble. The teacher as a ruler, is solely to seek the welfare of his pupils. If he rules with this in his mind, if he convinces his pupils that what is required is a benefit to them and none to him, he has put them in a proper frame of mind at last.

This is antagonistic with the system of force, which was formerly the only method relied upon by teachers. The changes that have been effected have been in spite of the teacher, in fact they have been caused by the abuses of the force system. The school-room has been the place of misery, pain, and sometimes of torture. The story is a painful one; the old catechism said to me, when I was but a child:

"The idle fool
Is whipt at school."

But I found that the rod was the remedy for all difficulties; idleness, tardiness, whistling, marking on the slate, dropping of books—all were met by the rod.

But the law of force is dead. In the city of New York, corporal punishment is forbidden in the schools. Under the force system, the teacher considered only himself; under what may be termed the management system, the teacher has been obliged to think of the pupil. The result has been that it has developed power to govern. This is not a faculty of the mind, it is a result of several things,

and as it is of the highest importance that a teacher should be able to govern well. I shall next consider how he can make his a well-managed school. And this means more than a well-governed school; it means a school in complete working order.

For the NEW YORK SCHOOL JOURNAL.

A Method of Presenting English Grammar.

PAPER NO. II.

By W. S. HALL, A. M.

In our first communication, we had been dealing with unmodified or the simplest sentences. We propose to enlarge our base somewhat in this paper. The subject alone, should be enlarged at first, by a single modifying element. Be sure the pupil recognizes the effect of this additional adjunct in the sentence. Take for example, "Books instruct." The scholar would naturally answer the question, "What books instruct?" by saying, "All books instruct." Now modify the subject by the added word "good." "Good books instruct." It is perfectly patent, that the first sentence is the most sweeping in assertion. Increase the number of examples until he fairly sees that every such word confines or narrows the meaning of the sentence.

But the word "good" describes the character of the book, by telling the "kind" or quality of the object which "instructs." Every such word is a "quality-word." By other illustrations show that it may denote quantity, as "many things" called "quantity-word."

Again, the simple, unmodified sentence should be made to do duty. The pupil not the teacher, must modify the subject. Example after example for practice, must be given, for it is only by this means that the scholar can become proficient in the art of expression. As soon as the pupil sees that a "quality" and "quantity-word" are really but parts of a common whole, he is ready to receive the added knowledge that this class of words are adjectives (from the Latin *Ad*, to or against, and *jacere*, to throw). They are always adjuncts of nouns, or words used in all respects like nouns. Analysis always follows synthesis, or construction of sentences. This, then, makes the third class of words.

As in the case of the subject, so the predicate should be enlarged by single words alone. There are so many different ways in which the predicate is enlarged, that it seems necessary to guard against complexity of ideas. Develop the "how" of an action as (1) "He writes skillfully," (2) the "when," as "A wealthy barrister called yesterday," (3) the "where" element, as "James is here." The pupil must be taught that these are but fractions of a common whole, or entirety—fractioned for convenience's sake, that they, like the adjective, always confine or limit the meaning. They should see clearly that adjectives and this class of words are in the *primi* office, alike—they both limit, but they differ in regard to the class of words they modify. We conclude this development, by saying that any "how," "when," or "where" word is an "adverb"—a word added to an adjective, verb, or another adverb. Do not suffer the practice or composition to languish, for this is the life of grammar, and what is grammar, but "the written language?"

To avoid frequent repetitions, we resort to another class of words, which are really the beautifiers of expression. They are the cosmetics of expression. Instead, however, of any injury coming from them, they only add health and beauty, if I may so speak. Show the pupils "how" and "why" these are used. The natural ingenuity of the teacher will suggest a way to elucidate the matter. Can

tion. Be not too hasty in giving the grammatical or technical name to the class. The pupil must see that words of this kind are used *instead* of others—the noun. Hence, for simplicity, we term them “instead-words.” Drill, drill, the pupils thoroughly upon this topic, by changing the “instead-words” to nouns, and vice versa. In this one class of words there is material enough for two, and even three weeks’ work. There is (1) the Personal (2) the Reflexive (3) Relative (4) Compound Relative (5) Interrogative. Each of these should separately be brought out by composition exercises, in which each one of these shall be used by the pupil. Finally, miscellaneous examples in which the ingenuity of the pupil should be taxed to the utmost. As soon as he is sufficiently drilled in these exercises, he will be ready for the fifth class name—Pronoun (from *pro*, for, and *nomen*, name). Show them the philological changes in for, and name, if possible. It may lead them to a love of the study of word changes. It is only necessary to look at the consonants. The vowels are all interchangeable.

We have said that “Pronouns,” as a class, are capable of no less than five distinct divisions. The writer, in his class instruction, adheres closely to this division. No less than twenty examples should be admitted under each subdivision. These should comprise examples for selecting and inserting the correct form of the pronoun, and for composition.

Then follows the *joints* of the language, and the *marrow*. The “preposition” and “conjunction.” It is easy to show how the component parts of a chain are linked together, just so, it will be a light and agreeable task to show how words and sentences are joined. Call these in the first stage of the development, “link,” or “tie-words,” anything that will aptly express the peculiar office of this class, only do not assign the exceedingly technical name. Having fully illustrated this class, it may safely be called conjunction (from the Latin *Con*, together, and *iungere*, or better still, *iuncturum*, joined). The conjunctions may, with profit, be subdivided into several classes, and as many distinct lessons or lectures given to the pupils.

The prepositions (from the Latin, *pre*, before, and *positum*, placed, from the fact that they are almost always placed before the noun or word they govern), should be thoroughly illustrated. There is a choice between two or more prepositions, meaning nearly the same. The pupil should be taught how to carefully distinguish between them. The only true way is to let them see the need of choosing, in order to convey the desired meaning. In no way can this be done better than by insisting upon the *pupil's doing it for himself*. Like everything else in life, experience is the best teacher. Let them have the happy experience of failure once or twice. I say “happy experience,” knowingly. It is the failures often times, which bring about the most brilliant successes. With prepositions, we are able to express an almost endless variety of relations, as cause, time, agent, source, separation and accompaniment. These of course, require an additional element, which will be taken up in a future article. We can only repeat the oft-given advice of others, more experienced. “Drill! DRILL! DRILL!” This method thus far presented, requires no text-book in the pupil's hand. The teacher is the exponent of all text-books. Their brain has made the matter in such a form that the pupils can easily assimilate it into brain food. Think not that the hard work comes all together upon the instructor. No, the pupil labors and toils still harder by this method, but it is a better paying labor.

It is firmly believed that if this method were once thoroughly and patiently tried, it would find many warm supporters and advocates. A twofold benefit arises from its use. Both instructor and instructed reap the benefit. The first has full play to assert his originality, and to exercise his ingenuity. He can no longer walk in the old-timed “ruts” of pedagogy, nor be narrowed down to the crystallized forms of teaching. There is too much philosophy about instruction now to warrant anything of that nature. The latter consciously imbibes *l'esprit et l'enthousiasme* of the former.

But no one can employ this method without a deal of hard study. It requires more study of a systematic kind to put instruction in such a form as will be applicable to the lowest grade of intellect in the class. It is not the *matter*, but the *how* it shall be presented that needs the study. Too frequently the teacher helps only the brightest pupils. This ought not so to be. Teach the duller ones intelligibly, and the work is all accomplished. It has been done. What has been done, can be done again.

For the NEW YORK SCHOOL JOURNAL.

Dr. John's Arithmetic Class.

In his younger years the Doctor dealt out prescriptions to relieve the pains of the body. In his riper years he has dealt out prescriptions to heal intellectual maladies, to strengthen and nourish the mind.

In medical practice a man may be well read, intimately acquainted with the physical constitution, master of all medical science, and yet be a poor physician. Knowledge of the science of medicine, of the anatomy of the human body, and of the nature and action of diseases, are absolutely necessary. But the great secret of his success lies in his diagnosis. If he makes a mistake there, he is as likely to kill as to cure. Now emphatically is this true of him or her who deals out prescriptions for the mind. In this lies the secret of the healthy, active intellects composing the members of the Doctor's arithmetic class.

The class was made up of eleven girls and ten boys. I presume most would call them young ladies and young gentlemen, because they were grown up children. During one recitation, the Doctor seemed to devote his entire thought and attention to the study of the separate intellects composing the class. The questions were so put as to call out the strength of the mind, the power to grasp, the ability to construe. All the time you could see the discriminating tact of the Doctor, as he watched closely the ever changing muscles in the countenances of his pupils. Then came the prescription—the giving out of the lesson for the next day. The pills were not exactly sugar coated, but the whole lesson was so dissected, and so arranged, that each pupil knew how to study every point, and what had before been a task now became a delight.

The next day when the class assembled, the first thing was the examination of each mental pulse, in order to try the strength of each mind; comparing it with its strength the previous day.

The subject of the lesson was the Greatest Common Divisor. The first question put by the Doctor was, what is the first thing to be acquired in order to obtain a knowledge of arithmetic. We must be allowed to digress a little how and show the Doctor's methods of conducting recitations. He had a way of his own—and the teacher that has not, had better resign and turn his attention to the mechanic arts.

The Doctor's questions were very few and always addressed to the class. Every member of the class was expected to be ready with an answer. After the question was asked the Doctor designated the scholar who should answer, by calling his name or number. At the instant, the scholar was on his feet, and his answer given. If he made a mistake, those who discovered it rose to their feet. If more than one rose, the Doctor called up one of the number for his criticism. Those who agreed with the critic sat down, those who disagreed remained standing. This gave rise to a second or third criticism. The answer to the question above was satisfactory to the class and was as follows: “A thorough knowledge of the fundamental rules.”

Quick as thought another question followed: “What are the fundamental rules?” The entire class inspired by a desire to answer, seemed ready to spring to their feet. The Doctor named the scholar who should answer. He was as prompt in answering as the Doctor was in putting the question.

We had never witnessed greater enthusiasm—more like a regiment of soldiers advancing in brilliant engagement than like an ordinary recitation in the school-room—and yet everything was orderly and gentle and quiet.

The subject of every lesson was reduced to a few simple principles, and every scholar went away with an intelligent idea of the subject, feeling a consciousness of power which enabled him to pursue his study with constantly increasing interest and success.

Miss Dora Dickson.

Miss Dora Dickson died in Tarrytown, Aug. 29. Her funeral was held Sept. 1, at the Second Reformed Church and the attendance was very large. The sermon was preached by the Rev. Dr. Stone, from the text “When saw we thee an hungry and fed thee, etc.” To few is it given to receive such a burial; few such audiences ever gather at a funeral service of a teacher,—but she was truly a teacher. Around her were gathered, not her kindred, for she had not one in all that assemblage. Those who gathered around her bier were her pupils whom she loved so much, the friends she cherished. Only high character and faithful service could have elicited such a remarkable tri-

bute. On the previous day a funeral service was held at Brewster's Station and a sermon was preached by her former pastor, a deputation from Tarrytown being present, consisting of School Commissioners Brower and Capron, and Messrs. Requa, De Revere, Rowcliffe, and Morehouse—all teachers. The body was then brought to Tarrytown. The Board of Education, Town of Greenbury, passed resolutions expressive of its sorrow. They speak of the loss to the children, the associate teachers, and to themselves Miss Dickson's history is full of inspiration to the teachers who remain. She was truly a natural educator. By this we mean she wanted to do good by enlightening the minds of others. She had a high purpose in her teaching. Other teachers have no purpose except such as ends in themselves. Such cannot rise high. Miss Dickson was born in Ireland, and landed in New York City at the age of 16. She was employed as a servant in the family of Mr. Geo. Bayley, at Dingle Ridge, for five years. Her intellectual ability was noticed by Mr. George B. Hendrickson, now Head-master of St. John's School in New York City, who was then teaching a district school in the vicinity. She could neither read nor write, but inspired by Mr. Hendrickson's kind encouragement, she determined to obtain an education. She set out bravely, working nights and mornings for her board in the family of Mr. Daniel Reed of South East. She became greatly beloved by them and soon after made her home at their house. Her first teacher was Miss E. Ann Meade, who was herself a teacher of marked ability at that time, and who in later years, distinguished herself in New York City. Miss Mead advised her to attend the State Normal School, at Albany. She taught during the summers and went to Albany during the winters, and finally graduated with honors. Mr. Hendrickson had not lost sight of her, and when asked to recommend a superior teacher as principal of the Primary Department of the Tarrytown Union School, unhesitatingly named her. Here she remained for 17 years, fulfilling every duty and winning every heart. She will be mourned and missed as but few are! The secret of her success in life lay in her profound sympathy with humanity. All felt that she loved to see them improve. She was benevolent, unaffected, thoughtful of others, and profoundly in earnest. She neglected nothing that could add to her ability as a teacher. We shall deeply regret that she is not on earth to read the pages of the JOURNAL; for such earnest souls do we write; we bear them in constant remembrance as we take our pen in hand and ask ourselves what will give pleasure and profit to them. She was even more than we have described; she was a Christian. Fervent in spirit to serve her race, she sought still more to serve her God.

“Emigravit be the inscription on the tombstone where she lies, Dead she is not for the teacher never dies.”

Mr. Jacob Odell and Mrs. Moorhouse were named by her as her executors; and her will gives her accumulations amounting to \$2,500, after slight sums are deducted for several friends, to the Home for the Friendless of New York City.

The Teacher's Status.

The position of the teacher is an unpleasant one; he is to be the standard-bearer for the coming generation, he must be educated, moral, missionary, and yet he is at the mercy of men who most frequently have no sympathy with such qualifications. Let it be stated even plainer. His work is paid for at rates fixed by those who are unable to estimate its value; he is paid a sum of money that is meanly too small. But this is but a part of the counts against the present system. Men and women are willing to live on low salaries if they are enabled to live respectably and there is certainty of permanence; but these are wanting also. And finally, by allowing callow, untried, half-grown people to occupy the teacher's place the occupation is deprived of all claim to public reverence as a profession; and all sorts of persons sit in judgment on the qualifications of the teacher. Let us look at this matter squarely. Men are now teaching at \$8.00 per month, bidding the price down in order to secure the paltry pay reckless of consequences! In this city, an ex-commissioner says: “Why pay \$3,000 for a principal when plenty can be got for \$1,000? Now the preparation needed to produce teaching ability costs too much to be marketed for \$8.00 a month. A trustee should be ashamed to buy so cheap an article, or to take an article so much below what it cost! Again, who measures the man, and declares whether he is or is not a teacher? As a rule, it is done by those who have not the slightest fitness for this im-

portant duty! This is a well established fact. One of its results is a prodigious waste of money. Of the \$11,000,000 spent by the Empire State each year for education, a large portion is irredeemably wasted. What is lost in politics by "rings" is here lost from sheer want of business ability. The mode of selecting, examining, employing and supervising teachers is all wrong and behind the age. The question must be appreciated by teachers and knowledge diffused among the people. It must not be left in its present state longer.

The Leipsic University.

A correspondent of the New York *Herald* describes this University in an interesting manner.

The German word for university lecture is *vorlesung*—that is reading aloud. One doesn't ask a friend whose lectures he attends, but whom he "hears." And perhaps the answer will be, "I hear Professor So and So, who 'reads' about Old Egyptian Grammar for Beginners," to quote from the list of lectures. It is by means of the lecture that the great body of instruction in the university is given, and that its tone and fame reach the outer world.

Professor Lipsius, who is in the department of old classical philology and literature, holds a *seminar* two hours each week during the semester for discussing the "Dialogues" of Tacitus. Besides regular lectures, he also conducts a *seminar* for investigation in Russian. I lately attended one of the former at the invitation of a friend. In one of the smaller lecture rooms were assembled perhaps forty student visitors. Before the desk was a long table, around which sat a dozen more. They had a thoughtful air, as if weighty questions were about to come up for judgment. These were the members of the *seminar* waiting for their chief, who was to occupy the seat of honor. This chair was larger than the others—not to accommodate the portly professorial person, but as a distinction. The members were men who had obtained the privilege of discussing Tacitus with him and of receiving personal instruction, by means of introduction or other credentials of proficiency and industry.

The professor soon came, and upon his arrival one of the two men who had volunteered to present an original paper on that day, read a portion of the Text of Tacitus and then proceeded to give critical views founded upon a study of various readings. He read a portion of his paper, all of which was in Latin. His first point was no sooner before the meeting than the professor began a savage attack upon him. In elegant Latin he cited counterproof, related history, and set forth his arguments. He spoke rapidly and fluently, at times becoming eloquent and employing gestures such as might have enlivened the classic forum. The student responded bravely and went on with his paper. This alternate reading and discussion continued for an hour, when another man ventured to defend his thesis against the learned assaults of the professor and his companions. Oftentimes in these discussions papers demanding much original research are given, and forming perhaps the beginning of a reputation which will culminate in a professorship. The *seminar* is a feature of every department, and here some of the best work is done.

Spelling.

(Let teachers note the growing effort to get our spelling on a common-sense basis.)

In connection with a Conference of Filologists and friends of education, held in London last year, the Bishop of Exeter, Dr. Temple, sent the following letter: "I talk much interest in the spelling reform that is proposed, but I am awfully shyer that the beginning will have to be made in wun way, and in wun way only, if any result is to be attained, and that is: a society must be formed of educated people who will pledge themselves, both in writing and in print, to spell phonetically, and to discard the present system. The success of such a society would greatly depend on their making the minimum of change. There must be no new characters and only the introduction of a few diacritical marks. And whilst it is necessary to insist on the principle, every letter or digraph shall have wun sound only, it is not necessary to insist on, and it would be wiser to discard, the principle that every sound shall be represented by wun letter or digraph only. A society which began by going to government and did not begin with itself, would certainly fail."

From this it will be seen that Dr. Temple represents the more moderate party of spelling reformers, whose object is to aim at what is immediately practical as a first step, rather

than endeavor to attain that which is theoretically desirable, but, under present conditions, may prove difficult or unattainable.

The Right Hon. Robert Lowe, on the other hand, recommends the adoption of fifteen new letters "so that there be a letter for every sound." Prof. W. D. Whitney, wun of the first philologists of America, says, "A beginning anywhere, or of any kind is what is most wanted. Break down the false sacredness of the present modes of spelling, custom peep not to shiver when they see familiar words 'mis-spelt,' and something good will be the result."

The origin of the postage stamp is very curious. It was thirty-seven years ago that Rowland Hill, while crossing a district in the north of England, arrived at the door of an inn where a postman had stopped to deliver a letter. A young girl came out to receive it; she turned it over and over in her hand and asked the price of the postage; it was one shilling; this was a large sum, and evidently the girl was too poor to pay it. She sighed sadly as she said the letter was from her brother, and returned it to the postman. Touched with pity, Mr. Hill paid the postage and gave the letter to the girl, who seemed very much embarrassed. Scarcely had the postman turned his back, when the young inn-keeper's daughter confessed that there was a trick between her and her brother. Some signs on the envelope told her all she wanted to know, but the letter contained no writing. "We are both so poor," she added, "that we invented this mode of corresponding without paying for the letters." The traveler, as he went his road, asked himself if a system giving rise to such frauds was not a vicious one? Before sunset Mr. Hill had planned to organize the postal service upon its present basis, and to use postage stamps.

A REPORT has recently been made by Captain Roudaire, charged by the French government with the investigation of the possibility of converting the interior of Algeria into a sea, to which enterprise frequent reference has been already made in the public press. An appropriation of \$2,500 was made by the National Assembly of France, in 1874, for the special inquiry, and a commission was selected, of which Roudaire was placed in charge. The special object was to determine carefully, by leveling, the area that it was thought could be flooded by cutting away the barriers and introducing the water of the Mediterranean. The general result of the investigation went to show that there was a superficies of 6,000 square kilometers capable of inundation, embraced between 34 deg. 36 min. and 33 deg. 51 min. north latitude, and 3 deg. 30 min. and 3 deg. 51 min. east longitude. In the central portion the depth below the level of the sea varies from twenty to twenty-seven metres. None of the large and beautiful oases of Souf would be submerged, Debila, the lowest of all, being fifty-eight metres in altitude. In the Rbir the very inconsiderable and valueless oases of Necira and Dendouga would alone be covered.

PORCELAIN was made so far back as 185 B. C., and, therefore 1,600 years before it was known to the western nations. The delicate and superfine azure tint of some of the antique china ware is thought to be obtained by the use of lapis lazuli, from which the ultramarine of the artist is manufactured. The art of the process reached its perfection about the end of the seventeenth century and early in the eighteenth; after that, being lost, and remaining inferior in quality till the recent ineffectual efforts to restore it. The secret of this superb blue color is known only to the Chinese artists, as also is the secret of intermingling designs of copper, gold and platinum in some of their precious ceramic ware. The French artists at Sevres and other famous potteries have succeeded in reproducing, to a certain extent, this effect of color and of ingenious design, but their work will not bear comparison with the real antique china.

The value of pearls shipped from Tahiti for 1877, is estimated at \$100,000. They go mostly to Paris and from thence find their way to the great capitals of Europe, lots even coming to New York. There were five hundred tons of mother-of-pearl shell shipped from Tahiti in 1877, which went to Liverpool and Hamburg, except small lots that came to San Francisco. The pearl fisheries are located on the Pomotu, the Scilly, the Gamblers and Penryn Islands, all in the South Pacific. The principal fisheries are under the protection of the French government. The diving is done by natives, who at times go to a depth of twenty fathoms.

The reason why persons who live in close rooms in cities are pale, is because the blood derives its redness from the oxygen of the air inhaled, but as the air in close rooms in cities is not fresh, and is therefore deficient in oxygen, it cannot turn the blood to a healthy red color.

Educational Notes.

THE Martha's Vineyard Summer Institute, was so much of a success that it is proposed to continue it next season.

Dr. H. A. M. HENDERSON, superintendent of public instruction in Tennessee, resigns the presidency of the State Teachers' Association, which he has filled very acceptably for seven years past.

SAMUEL MILLER, a Richmond miser, left \$850,000 as an endowment for a school for the education of one hundred poor children of Albemarle County, Virginia. This is one of the few instances in which a miser has ever done anything for the good of the race.

CORNELL UNIVERSITY.—This institution is ready annually to receive one student from each Assembly District by yearly competitive examination, with distinction of sex. This affords a splendid chance for a boy who wants an education. New York City sends none we believe; her noble City College furnishes equal advantages.

THE trustees of Williston Seminary, at East Hampton, Mass., have unanimously chosen Joseph W. Fairbanks, principal of the Worcester High School, to be principal in place of Dr. Whiton. Mr. Fairbanks graduated at Amherst in 1866, and has since taught in various high schools, and is highly recommended by the Worcester authorities. It is to be hoped that the citizens of East Hampton as well as the Trustees, will see that Mr. Fairbanks has decent treatment at their hands. Certainly Dr. Whiton was well abused.

ROBERT G. RANKIN of Newburgh, N. Y., died August 29th, aged seventy-two years—at the time of his death the oldest regent of the State University. He graduated from Yale College in 1826, and practised law in this city for a number of years. He was one of the projectors of the railroad across the Isthmus of Panama, and was land agent and consulting engineer in 1847, 1848 and 1849 of the Hudson River Railroad, for the section from Peekskill to Poughkeepsie.

CHICAGO.—It is expected that this year the attendance at the grammar schools will be 45,000; number of teachers 810. The High School will open with about 1,600 pupils and forty-two teachers. The Division High Schools are designed more to give an English course. The Classical Course is pursued at the Central High School, and designed to fit pupils for such colleges as Harvard, Yale and the University of Michigan. The number of persons seeking positions as teachers is so much in excess of the demand that the normal school will not be reopened.

IN consequence of the growing interest in Industrial drawing and of the few facilities in the State for instruction in this subject, the Faculty of Cornell University have consented to receive teachers as special students, and to afford them all the advantage which the university offers in the various departments of drawing. The departments now established are free-hand drawing, mechanical engineering, civil engineering, and architecture. Special students will enter the same classes as the general students, and on the same terms. No one but teachers will be received—no entrance examination will be required, and no diplomas will be given.

CHANGES have been made in the methods of object and other teaching in the primary department of the public schools of Philadelphia. In the first grade the scholar is taught reading by means of charts and the blackboard. To suggest ideas, objects and pictures are presented and explained. Easy words of one syllable, used as names of objects, actions and qualities, are taught. In teaching arithmetic, the limit in counting of objects is from twenty and back. Then there are oral exercises in addition and subtraction, with numbers one and two, and in no case no sum or numeral exceeds twelve. Attention is also given to writing and drawing, and in this correct modes of sitting and holding the pencil are enforced. The practice consists in making straight lines, right curves and left curves. In drawing, horizontal, vertical and oblique lines are made. The rudiments of music are taught by means of correct intonations in ordinary conversation and speech, the proper position of the body, and right management of the breath and the vocal organs. Then follows single pure tones, by echo or imitation; intonation of the first five sounds of the scale, ascending and descending, and three or four simple note songs within easy compass. A lesson is given each day on one of the subjects here mentioned. Colored cards and other objects are shown, as red, yellow, blue. The principal parts of the human body, as the head, neck, trunk, arms, legs, right and left hands, are explained and exhibited.

New York School Journal,

AND

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We want an agent in every town and village in the U. S. to whom we will pay a liberal commission.

The columns of the *JOURNAL* are open for the discussion of subjects pertaining to education. Let those who have practical skill communicate to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) to hand it to a teacher or other person who is interested in education, and urge him to take it also.

NEW YORK, SEPTEMBER 21, 1878.

It will interest every educational person to know that Dean Stanley is visiting America. The particular reason why this gentleman has attained his eminence in the hearts of mankind is that he is, besides being a dean, and doing the work of a dean, he is also a man and doing the work of a man. And Heaven knows there is enough for the men of this world to do; for a good share of those appointed to be men stick all men's work and let the world drift like an overturned boat in the tide.

BOTH political parties want an object—all objects seem to have disappeared. Why not that of Education? In fact, there are reasons why the subject of education will be thoroughly discussed. The teacher will be microscopically examined. What should a teacher be?

There is no mission in the world so grand, no class of people who deserve such hearty appreciation as *real teachers*. But there is much meant by the term *real teacher*. That is not one who, having no business on hand for a year or two, inquires for a vacant school, and having obtained it, marshals his classes, prevents whispering, learns lessons, occasionally whips a pupil, and goes through "the motions" day after day, week after week in the accustomed style; whose choicest recollection afterward is of some mischief he circumvented, of some deviltry he outwitted, or of the ill-fitting and uncomfortable dignity he assumed and maintained. That is not one who, having acquired the stores of knowledge her teachers possessed, and envious of the Well Dressed, determines to own some better garments, perhaps a chain or a ring, and so she seeks a situation and wins it through personal effort; her pleading, pleasing ways, perhaps interesting face—these help wonderfully, it must be admitted. That is not a teacher who, having obtained the place, by whatever means, favor or merit, continues in it on any condition than that of heading the column of eager learners; himself earnest to know, and especially anxious to know about the divine art he is practising.

The genuine teacher is a Reformer; he is forever at work to make things better, more Arcadian, more squarely honest in this revolving sphere. He is brought face to face with juvenile vice, and instead of hating it, he proceeds to improve it. The interest which such a teacher takes in his work, in the welfare of each pupil, is something wonderful to see. He perceives an immortal soul in each, capable of high pleasures. He does not strive to make himself believe he

is not responsible for the future of each pupil. He takes a deep interest in their intellectual progress. A man of the world is amazed that any satisfaction should be found by such in investigating nice and critical points in the dead languages that require hours of study; and that teacher and people together are full of delight over their discoveries. The world never has and never can understand the true teacher. He is far beyond the depth its plummets will reach. But such men can teach; such men wield powerful influences. Around them the boys and girls love to gather day by day. Under their instruction, there seem to be no difficulties, or dark places; roses grow all the way up the hill.

The Teachers' Masters.

It is high time the teachers undertake an improvement of the present state of things. Say what one will in favor of education, he is compelled to feel contempt for a system by which a tinker has the selection of the teacher. A system, is it? It is no system at all. The democratic idea of giving the people the decision on every question, including the pronunciation of Latin, the habits of the cave dwellers, etc., has wrought only mischief in education. There are some things "the people" do not and cannot know, and they should not be charged with duties that require them to act where only experts are required.

The trustee is a very important person. Take him singly, and he does not amount to much, apparently, but take him collectively and he has the employment of 30,000 teachers in the great State of New York. He fixes the salary and the course of study. The commissioner has some power—that of discussing or declaring the fitness of a candidate. But after deducting a few persons, who are exceptions, the condition of the schools show that the commissioners are not very lucky in performing their part of the work. It may be supposed that they see, as do most others, that the whole system is one that precludes the employment of the best man anyhow, and so allow the ship to drift. For none of the intelligent and candid commissioners but deplore the present state of things.

These two classes are the masters of the situation. One licenses; the other hires. On through the schools pours a procession of teachers (to-day a teacher, tomorrow something else,) and who shall enter and who shall stay out is in their hands, and the grounds of decision are frequently of an astounding nature! Not that politics has much to do with it; more trivial things than politics decide the case, both as to license and as to location. But it is seriously believed that the people want good schools; they are deeply interested as parents, and the efforts made in some places, in spite of these opposing circumstances, deserve the admiration of the true philanthropist. And it is believed that the people of the State of New York would be willing to make changes if they could greatly improve the schools. The key-note to any improvement will be the *teacher*. Better teachers can be had if they can be sure of permanent employment at decent rates, if their work can be supervised and measured by competent authority—they will exist; the State is prolific in teaching talent; they only need to be sure that they are wanted and they will appear.

NEW YORK CITY.

The Board of Education met Sept. 18, all the Commissioners being present, except Messrs. Place, Bell, Kelly, Wheeler, Cohen.

D. Appleton & Co. ask that their new Readers may be adopted for use in the schools.

Joel W. Mason and D. M. Herzog sent in their resignations as trustees.

City Supt. Kiddle reported that a general inspection had been made to ascertain the efficiency of the present organization of the schools, the attendance of teachers and pupils and condition of buildings and premises. The schools closed with 90,945 pupils; opened with 102,749; the

number of teachers absent was 111. G. S. 53 is still closed. Some of the class-rooms are overcrowded. 2,380 have been refused admission to the schools.

REPORTS.

The Teachers' Committee recommended to refund to Miss Myers, P. P. D. G. S. 14, the one half months' pay deducted, and the expunging the report and resolution passed by the Board—laid on the table. Also to pay Miss Mary E. Dunican, P. P. S. 37, the maximum salary; adopted. The Trustee Committee nominated Daniel M. Purdy, West Farms, Jacob Held, Tremont, and W. H. Geer, Kingsbridge, to be trustees in the 24th Ward.

EVENING SCHOOLS.

The Committee on Evening Schools reported the names of the teachers for the evening schools. (This is the same as published in the *JOURNAL*, except in the 14th and 17th Wards, Miss Alice E. Gormley and Miss H. L. Clark are respectively appointed principals, and the assistants nominated being mainly all primary school teachers, their names were returned. Also a resolution that a principal may employ an assistant to help register names, for two weeks previous to opening, when over 300 and two if over 500.

The Committee on Course of Study recommended that by-laws be drafted in reference to admission of candidates to Cornell University. The Normal College Committee brought up the report to raise the salaries of the teachers employed in the G. S. Department to average \$650. This was objected to by Messrs. Walker, Watson, Jelliffe and vigorously fought for by Mr. Wickham. Mr. Jelliffe took the ground that it was proper to pay G. S. teachers more than P. D. teachers. Adopted, with proviso that no two grades of salary should differ more than \$100.

The Finance Committee reported an appropriation of \$1,005,743.92, being the balance of the fund appropriated for current expenses. Adopted.

The Buildings Committee recommended hiring premises corner 105th street and 3d Ave. for five years at \$1,500 for P. S. 19—also on 3d Ave. near 49th st. for P. S. 21. Adopted. The Committee on Colored Schools reported in favor of paying Miss L. D. Wright's mother her salary up to Sept. 1.

NOTES.

Among those present we noticed Trustees Knapp, Baker (always present,) Rogers, Merrill and McBarron, also Principals Albro, 63, Zabriski, 16, White, 70, Du Bois, 37, Seioorg, Hudson, 18, James, V. P. Samuel Ayers.

Ex. Com. Hazeltine and all the Superintendents, except Messrs. Kiddle and Schem, and President Hunter, Inspector Agnew, ex-Clerk Boese. Commissioner Walker has been improving his absence to lay in a stock of health.

The Principal of F. D. G. S. 50 asks permission for her pupils to contribute to yellow-fever fund. G. S. 47 has made a valuable contribution of clothing.

Wesley B. Church resigns his position as truant officer. Mr. C. A. Berrian, clerk at the Board of Education, also resigns. Appleton's splendid new Readers will soon be in the hands of the children. The debate over the increased appropriation to the Normal College was pretty lively, but a champion like Mr. Wickham is not easily withstood; besides, the college is steadily growing in popularity.

The schools re-opened more auspiciously this year than ever before. The average May 1, was 107,750. The buildings have been put in good order, better order than usual.

The news came early on Thursday morning to the Board of Education, that George H. Moore, principal of M. D. G. S. No. 8, in Grand street, had shot himself. It appears that he staid over night with Leonard Tice, a saloon keeper in West Yonkers, and rose just before 5 o'clock and started for his home in Mount Vernon; that on the way he drew a newly purchased pistol and shot himself in the head. A news agent found the body yet warm by the road-side, and summoned the coroner and undertaker, who conveyed it to Mount Vernon. On proceeding to the house, they were met by Mrs. Moore and the oldest son, who had started out hoping to meet him at the depot. A painful scene followed the dreadful news.

Various causes are assigned for the act. It is evident to his associates now, that he had been in a troubled state of mind. He has worn the look of a man in deep and painful thought—of dejection. He made a remark a short time since that he would not live two weeks longer if he had to live as he was then living. It is believed he contemplated drowning himself, and that he went to City Island on the day previous, for that purpose.

Mr. Moore will be long remembered by those who knew him. He was affectionately called "George" by all.

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friends. He was kindhearted, genial, good natured, capable, upright, and highly esteemed. He has been a teacher for 23 years in this city—having been principal for five years, and formerly vice-principal of No. 3 for eight years. He married for his second wife the daughter of S. G. Cook, who has been an active trustee in the Eight ward; he leaves three children. One of his brothers is principal of the Yonkers Union School, another is a clergyman; his father has been well-known as a teacher in this city.

THERE have been a good many contributions made by the pupils and teachers of the public schools. No. 47, which always takes a hand in public matters, sends a large amount of clothing and groceries as well as about \$100 in money. The Sixteenth ward schools contributed \$263. The M. D. G. S. No. 42, \$4; the M. D. G. S. No. 57, \$40; G. S. No. 20, \$113.

THE absence of Commissioner Bell from the last meeting of the Board of Education, was occasioned by a very pleasant event—the marriage of his son Isaac Bell, Jr., to the beautiful and amiable Miss Jeannette Bennett, the sister of James Gordon Bennett, which occurred at Newport on the 19 inst. The wedding was one of the finest ever celebrated in that town, and drew together many notable people, including Mayor Ely and a large company from this city. The presents are estimated to value \$100,000; the decoration of flowers was very elaborate.

An election of officers of the Drawing Teachers' Association for the ensuing year, took place on the 13th inst. The following named members were elected: Mr. Edward Miller, President; Miss Julia C. Van Wagenen, Vice-President; Miss Emmie M. Wendt, Secretary; Miss Emily Fox, Treasurer; Mr. R. Wasserscheid, Mr. E. Valois, Miss Fitz, Executive Committee.

LETTERS.

Office of State Supt. of Public Education.
New Orleans, Sept. 9, 1878.

To the Editor of the NEW YORK SCHOOL JOURNAL:

Great injustice is done to this City, in your reference to the N. O. School Teachers, on page 7 of your JOURNAL of August 24th. A careful examination of the Annual Report for 1877, will make it apparent to you that there is but little truth in the assertion, that "the N. O. school teachers have not received their salaries for five years." Why they have not been fully paid for their services during that period, requires an explanation.

1. During the seven years preceding 1877, the salaries prescribed for Teachers by the City School Boards, were in the aggregate, heavily in excess of the school revenues provided by law; and, as a necessary consequence, the Board's "promises to pay" during twelve months of each year, could be honored for only some of the months; while, for others, they had to be hawked about the streets and purchased by bankers and brokers at rates of discount fluctuating from ten to seventy-five cents on the dollar. This was not the fault of the city of New Orleans, which raised from \$240,000 to \$300,000 annually, for the support of the schools (besides contributing at least \$130,000 in aid of the rural public schools); but it was wholly the result of the improvidence, fecklessness, and extravagance of the Directors who were then in charge of the City public schools. The twelve per cent reduction in salaries to which you refer was made too late to correct the evil engendered by the spendthrift policy of the Directors of 1871, '2, '3, '4, '5, and '6. By that policy an oppressive debt had already been saddled upon the city of New Orleans, for school purposes alone, amounting to the enormous aggregate of Four Hundred Thousand Dollars.

2. The City Board of Directors, organized under the present Conservative administration, in the month of April, 1877, seriously embarrassed by this heavy debt, was compelled to reduce all the expenses of the administration to figures consistent with the aggregate revenue placed at its disposal, for 1877, by the City and State, respectively. The salaries provided for the teachers are not commensurate with the value of the services rendered by them. It is a fact, however, that the Teachers of those schools were paid the salaries promised them by the new Board, and that the City, moreover, paid the entire debt incurred by the ex-Directors for the first quarter of the year 1877. This payment, however, of the rolls of three months being greatly in excess of the quarterly allowance, necessitated, it is true, the suspension of salaries during the months of July, August, and September; but the official terms of the Teachers had expired on the 1st of July; and the Board of

Directors used such economy in the reservation of funds during the first vacation of their administration, as would enable them to re-open the schools in October.

The session was kept up to the close of June, as customary; and the Teachers have been paid their salaries for all the months of that session but one. Should the City and State be unable to continue this award of justice to the New Orleans School Teachers, it will be due solely to the fact that the pestilence, now prevailing in this City, and in many portions of the State, has, under the spell of an irresistible affliction, suspended the collection of School taxes, and diminished the ability of all classes of the community to pay any taxes whatever within the present year.

Permit me to add, that it is fortunate, most fortunate, under God's providence, that the North has long been exempted from the scourge that periodically afflicts our section. It is, indeed, hard for her, with her live and ever healthy interests, her noble industries, and her teeming thousands, adequately to understand that dread longing of hearts, that awful sacrifice of precious lives, and that paralysis falling upon the highest demands of commerce and agriculture, which are the accompaniments of a yellow fever epidemic through the South. The best resources of an honorable State are deadened, when the chief cities and her smallest towns have a common task—that of burying their dead!

This is fortunate, too, not merely for the North; for the blessing of her exemption falls upon the South also. Prompt to that call of Brotherhood which now happily binds our States together, the North, with no anxiety at home, has sent thousands of dollars for the relief of distant communities, whose living representatives, when those thousands shall have been expended, will not cease to remember, with gratitude, the unstinted offerings of their unstricken brethren to those stricken within the land common to them all.

Respectfully yours,

ROBT. M. LUSHER.

State Superintendent of Public Education for Louisiana.

To the Editor of the NEW YORK SCHOOL JOURNAL:

Miss Dora Dickson is dead. There has been no such funeral in Tarrytown since the death of Washington Irving, as hers. When her pastor, the Rev. Dr. Todd, returns from Lake George, her memorial sermon will be preached. Every minister in Tarrytown took part in the funeral service; the entire Board of Education acted as pall-bearers, and the whole community numbering thousands were present as mourners. It is no exaggeration to say that in all that vast concourse, overflowing the church by hundreds, there was not a dry eye. Every one was in tears. And Miss Dickson was worthy of it, for a nobler nature never lived. She was just such a teacher as you so constantly delight to honor—such as you are doing your best to make. She was a constant reader of your paper, and sympathized with you deeply in your efforts to inspire and elevate the profession. When I saw the funeral services paid to this once obscure and friendless girl, I could not any more say "teachers are not appreciated." It is perfectly wonderful to see the hold she had upon the affections of the people—the whole people! Time and space would both fail me, were I to attempt to tell you of all her good deeds, especially among the poor and lowly. She had been a mother to a whole generation of them. Heaven multiply such teachers is the prayer of

G. B. H.

To the Editor of the NEW YORK SCHOOL JOURNAL:

The JOURNAL contains the cream of the many educational papers I take, and it is in my judgment indispensable to every live teacher. I advise every teacher sincerely interested in his or her work to subscribe for it immediately.

A. S. BUSH.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I like the JOURNAL better than any paper of the kind I ever saw, and do not wish to lose a single number of it.

M. L. HINTON, W. Va.

To the Editor of the NEW YORK SCHOOL JOURNAL:

The NEW YORK SCHOOL JOURNAL is superior in my estimation to other educational with which I am familiar.

A. L. LOGAN, Ohio.

To the Editor of the NEW YORK SCHOOL JOURNAL:

Since I have taken the JOURNAL I have sincerely regretted that it did not come in my way sooner, that I did not take it before when I was attending school, and all along my long term of teaching.

EMMA A. ELDER.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I regard the SCHOOL JOURNAL only for the best educational journal published in America for the working Teacher.

J. H. NEWTON.

BOOK DEPARTMENT.

DAVIES AND PECK'S ELEMENTARY ARITHMETIC. Published by A. S. Barnes & Co., 111 and 113 William street, N. Y.

We have examined with great care and satisfaction the advance sheets of this new work. The best thoughts of these two able authors are combined. The revision was made by a gentleman who has had long and successful experience as principal of both high and normal schools, and the work shows evident marks of his practical tact and mathematical acumen.

The author does not say too much when he tells us that "the subjects are treated in such a manner as to awaken the interest and attention of the young." The first part of the work is made up of simple, familiar lessons in numbers, abundantly illustrated. The second part develops the fundamental operations of arithmetic, including addition, subtraction, multiplication, division, general principles and properties of numbers. The third contains fractions, in the elucidation of which there are some new methods calculated to make this somewhat intricate subject clear and intelligible to the young people. The fourth contains compound numbers and reduction. The fifth is devoted to percentage and its applications. Its development of principles is logical; its arrangement of subjects is systematic, and its exercises are abundant. Appended is a complete index to the subjects, rules and definitions. This feature will render it an easy book of reference to young people. The work contains oral and written exercises, sufficient in number to enable the pupil to master the principles on which each subject is based, and to give him facility in the operations.

We are glad to see that this enterprising house continues to sustain its early-earned reputation of publishing only what possesses intrinsic merit.

THE FIRST SIX BOOKS OF HOMER'S ILIAD. By James R. Boise of the University of Michigan. Chicago, S. C. Griggs & Co.

This is a new edition, and the editor thinks, is a more perfect text than the preceding editions. It is intended for beginners in the epic dialect, and to adapt it to that class of pupils the editor has made his references to the grammars in general use abundant and numerous. In the notes, the principal variations in the best school editions are given. The popularity of Dr. Boise's other works is a guarantee to the success of the present edition. The notes are calculated to awaken the thought of the pupil, increase his interest in the study of epic poetry, and make him deep and thorough.

THE NORMAL HIGHER ARITHMETIC. By Edward Brooks, Ph. D., Principal of Penn. State Normal School. Philadelphia, Sower, Potts & Co.

The aim of the author is to give a full treatise on the science of arithmetic. It is assumed that all arithmetical processes are embraced under synthesis, analysis and comparison. The author carries out this idea through the entire work. The relation of numeration to notation is well expressed, but the use of the word *term*, to prevent what the author considers an error of other writers, in confounding the words figure and number, is not quite so clear. The words, figure, number and term, as used in mathematical science, have each a special signification, and when confounded, it is the result either of misconception or of misconstruction.

What the author terms "Secondary Processes" is not a new feature, except in name. Most authors present the subject in a similar manner. His treatment of the greatest common divisor and least common multiple is highly commendable, but not an improvement on the methods of other authors of higher arithmetic. His new method of cube root was new to us thirty years ago. The author's demonstration of it, however, is not quite as clear, in some respects, as the demonstration made by our excellent tutor in our childhood days, thirty years since. The definitions are, generally, concise and accurate, but the important modifications of some of those definitions which the author calls special attention to, seem to us as defects rather than improvements. When a definition requires to be defined itself in order to be understood, we question its "importance" to the learner.

The order of arrangement might be improved. The properties of numbers are discussed near the end of the book. Many points brought out in the discussion of such properties might be used in shortening certain processes in the foregoing part of the work. The rules are generally clear and concise, and the demonstrations plain and

intelligible. The mechanical part of the work is well done. The book is firmly bound and the typography is excellent.

THE TEACHER'S TOPICAL NOTE BOOK. By T. C. H. Vance, Principal Ky. Normal School. Cincinnati, R. Clarke & Co.

This a compact little blank book, with an index on the margin somewhat in the fashion of a ledger index, which embraces the various subjects of the teacher's work, from spelling to algebra and from music to geology. The advantage is that the notes are put under their proper heads, and can be found in a moment. Any head not wanted can be changed. It will be found very useful.

ANDREW'S SLATE DRAWING BOOK. Chicago.

This little book is cheap, simple and judicious. "Children require no urging to draw, but when permission is granted, there should be guidance." This book furnishes what the young teacher needs for this purpose. Prof. McGregor of the Platteville Normal School, has done a good work as the author.

THE ACCOUNTANT, by M. R. Powers, New York and Chicago. A. S. Barnes.

This is a supplement to a previous work that met with much favor. Attention is first paid to the general definition of the accounts, following which are rules for debiting and crediting with rules and explanations. Exercises follow that illustrate the general methods employed by accountants.

THE QUEER HOME IN RUGBY COURT. By Annetta Lucille Noble, New York National Temperance Society and Publication House.

This volume is one that will interest all classes of readers. It has a varied company of actors, who all move naturally, and interestingly.

THE HOWARD METHOD, a new and common sense plan of vocal development, etc., by John Howard, Cincinnati, John Church & Co.

We have examined this little volume with much interest because Mr. Howard is a very skillful teacher. He has pupils in all parts of the country, teaching by correspondence, and has met with excellent success. The truth is that he has discovered a method unknown before, and it is undoubtedly the true method.

ELEMENTS OF RHETORIC AND COMPOSITION, by David J. Hill, A.M., New York. Sheldon & Co.

This book is designed as a practical introduction to English composition. The learner is conducted step by step through the entire work of writing a composition, including the selection of a subject, choice of words, the use of figures, etc., etc. It is a compact and practical volume and will be found useful by the teacher and student.

THE DANCE OF DEATH, by William Herman. San Francisco, Henry Keller & Co.

This book is a capital effort to reform public opinion on the modern waltz. It says plainly that it is immoral. It is a fact which all have known but few have had the courage to say. Hence we admire the firm thrusts he makes with his sword. We are interested, because our teachers should promulgate correct doctrines on this as upon all subjects. It says, essentially, that waltzing is, in plain words, *lugging*; it is tolerated because it is fashionable.

The author believes it is a licentious amusement and we agree with him. Waltzing should be banished from our land; we, as republican Christians aspire to make this a land of virtuous freemen; the waltz would bring us down to the level of the French atheists. We believe the nation has taken some steps downward and this is one of them. We join the author in crying "Down with the Waltz." Read this book, ye who are halting between two opinions.

A STRANGE SEA STORY, a Temperance Tale, by Mrs. Julia Nair Wright. New York National Temperance Society and Publication House.

We heartily commend the work done by this society. The great overshadowing evil of the day is Intemperance. It stands in the way of religion and education. It must be removed; yet the multitude are trying to get along with it. The time will come when the people will arouse in their might and thrust it away. This book is a little lever, but many such will do the work. The volume is interesting and the plot and incidents well stated. It teaches temperance and tells a fine story at the same time.

ONE HUNDRED ARCHITECTURAL DESIGNS, by A. J. Bicknell & Co.

We have had occasion from time to time to commend the excellent designs issued by this house. They are tasteful and sincere to essentials of art. The truth is Mr. Bicknell is an honest inquirer after truth; hence, he sends

out nothing flashy to be copied by the builders. We have looked over this volume with satisfaction, especially at the specimens of *remodelling*—that is old buildings made over. Some of these are really wonderful; a common farm house with the aid of this architect, becomes a beautiful villa. The price we believe is only \$1.00.

HOW TO TAKE CARE OF OUR EYES, by Henry C. Angell, M.D., Boston, Roberts Brothers, price 50 cents.

This is a capital little volume and well deserves its popularity. It shows what ought to be known to every teacher, namely, that our schools are ruining thousands of good eyes; for shortsightedness is a real disease.

INTERNATIONAL EXHIBITIONS.—Paris, Philadelphia, Vienna, by James M. Hart and Charles Grindriez, New York, A. S. Barnes & Co.

This is a neat volume descriptive of the World's Fairs held at these places.

A CONTRACT has just been signed by Messrs. Claxton, Remsen & Haffelfinger, publishers of Philadelphia, and a well known editor and author, for the preparation and publication of a series of books suitable for counting-house libraries, to be known as the "Business Library Series." The leading object of this series is to collect together for the benefit of the young, the "learning touching negotiation or business" which Bacon deplored had not been reduced to writing, and consequently men must spend half their days in finding out what they should have known in the beginning. One of the volumes, entitled "Common Sense in Business," by Edwin T. Freedley, will be issued early in September, and this will be followed by another, entitled "Home Comforts, or Things worth Knowing in every Household."

THE New England Publishing Co., Boston, have in press to be issued late in September, the "Life and Education of Laura Dewey Bridgeman," the deaf, dumb and blind girl, born in Hanover, N. H., and now at the Institution for the Blind, South Boston. The work is written by Mrs. Mary S. Lamson, Laura's first teacher, and is made up largely from her daily diary written during Laura's school-life at the Institution, with such selections from Dr. S. G. Howe's report as to enable the public to understand how this wonderful child was taught. The light which the new work will throw on many questions, educational, social and moral, will cause it to be widely read and commented upon. The volume will be a twelve mo. of 400 pages, on fine paper, with two portraits, and *fac-similes* of her singular composition and penmanship.

MAY ROGERS, an enthusiastic lover of Walter Scott's novels, has prepared a "Waverly Dictionary," which contains in alphabetical order all the characters in the Waverly Novels, with a descriptive analysis of each one and illustrative selections from the text. It resembles the "Dickens Dictionary," and will be issued the 20th of September by S. C. Griggs & Co., Chicago. They also publish at the same date a new system of short hand writing, called by the author, J. Geo. Cross, an experienced reporter and teacher, "Cross's Eclectic Shorthand."

S. C. GRIGGS & Co., announce a new and enlarged edition of Bacon's "Manual of Gesture." The work has over 100 illustrations, and is founded upon Austin's "Chironomia," published in London in 1806. Bacon's work is considered to be the most thorough book of its kind yet published in this country. Also, a new edition of Dr. Zur Brucke's "German without Grammar or Dictionary," with twenty-five additional pages.

SEPTEMBER MAGAZINES.

Harper's contains, among its leading articles, "Reformed Wiesbaden," "Sheen, the Beautiful," "A Glimpse of Modern Dixie," with graphic descriptions of Southern life, "Thomas Renwick" and "A Spring Jaunt in Staten Island," finely illustrated. "The School Mistress," by Mary Thacher, is well worth the perusal of every teacher.

Scribner is in every respect a good number. "Glimpses of Western Life," by Maurice Thompson, "A Spool of Thread," by Chas. H. Clark, with engravings by Dielman, Shirlaw, Vanderhoof and Norman, are some of the principal prose articles. Brete Harte contributes some comical verses entitled "Miss Edith makes it Pleasant for Brother Jack." Nine poems and eight papers on interesting subjects complete the contents of the September issue.

Appleton's Journal introduces its readers to the "New York Post Office," in a timely article bearing that name, written by Leander P. Richardson. "A Bit of Nature," concludes in a satisfactory manner. Edward Manet is described in No. III. of "French Writers and Artists." Mrs.

Lillie gives "A Strange Experience" and "A Leap-year Romance" is commenced.

Lippincott's Magazine has an article entitled "An English Teacher in the United States." "Our Visit to the Desert" and "Modern Kashmir," are both illustrated. "The Boy on the Hill-farm," by Mary Dean, "The Vision of the Tarn," "Personal Sketches of some French Literateurs," by Arthur Venner, "His Great Deed," by Rebecca Harding Davis, and the two novels, belong in its list of contents.

Potter's American Monthly opens with "Rambles on the Rail," by J. Bonsall, "Hearts vs. Diamonds" and "Herbert Orton," are the continued stories. D. G. Hubbard tells about the "Last Days of Andersen." Poems appear by G. B. Griffiths and A. J. H. Duganne. Thirty-four pictures enliven the magazine.

THE leading article in the October number of *The Magazine of American History* (A. S. Barnes & Co., New York, Chicago, and New Orleans) treats of the "Texas Revolution and distinguished Mexicans who took part in the revolution, with glances at its early events." The original documents is a graphic description of Niagara Falls as they appeared to Hector St. John de Crevecoeur in 1785. As a reprint we find an elaborate advertisement by Washington of his real estate held under patent on the Ohio and Great Kanawha rivers.

THE very name of *Wide Awake* has a breezy sound and the current number is bright and full of good things. Some of them are, "Miss Juniper's Ward," by Clara G. Dolliver, "Her little Life," by Julia A. Eastman; "Trying to be True," "Doc and her Knights," by Mrs. Lucia C. Bell; "Johnny's Sweat Oven," a "Parlor Pastime," a song by T. Crampton, and the continuance of "Little Miss Muslin."

St. Nicholas needs but a glance at its index to show its excellence. "Fern Seed," by Celia Thaxter; "Mackerel-fishing," by Robert Arnold; "The Ax of Ranier," "The Painter's Scare," by C. P. Cranch; "Under the Lilacs," by L. M. Alcott; "How Lily-toes was caught in a Shower," "My St. George," by Alice M. Eddy; and "Thanks to You," are first noticed.

Popular Science Monthly and supplement, together contain twenty-five articles. In the former, "Artificial Precious Stones," by Carus Sterne, "Science in the English schools" and "The origin of fruits," by Prof. Grant Allen, are noteworthy.

THE *American Naturalist* is at hand, and the notes, news and scientific intelligence prepared in an agreeable form. It opens with an article on "The Sensory Organs."

DITSON & Co., Boston, have just started a *Musical Record*, to be published every Saturday. We wish it success. The first number is carefully prepared; two pieces of music, a biography, notes, and organ news comprise its contents, and more is promised in the succeeding numbers. The *Record* will be issued twice in September as specimen copies, and subscriptions (\$2.00) beginning with October, include these two.

THE *Musical Visitor* has ten pages of music. "Bird of Paradise," by Irvin J. Heffley; "Pharisee and Saducee," by G. F. Root; "The Winding Brook," "The Harp that once through Tara's Hall," "The Song of the Sailor," by R. Landown, "March of the Commission," by J. L. Jarl, and "When the Star of Eve," by Paul Henrion.

THE *Musical World* contains four vocal pieces, "Baby Mine," by Macy; "Love and Truth," by Collin Cox; "Fairies of Dreamland," by J. E. Perring, and the following instrumental: "Exposition March," "Day Dreams," by Rhode; "Glide Waltz," by N. W. Hunt.

For farmers, a more instructive and useful periodical cannot be found than the *American Agriculturist*. Its "Basket items" cover several pages, and practical hints may be found among these. "Household Topics" are treated in a skillful way by Faith Rochester. The young folks' column and talks with them by "the Doctor" are interesting, and "humbugs" are effectively "shown up" for the help of readers.

Vick's Illustrated Monthly, dear to all lovers of flowers, is again on our table. Its many suggestions about their care, habits, etc., and the pleasant manner in which they are grouped together, cannot fail to procure him many subscribers.

THE *National Sunday-School Teacher*, *Scholar's Weekly*, *Little Folks* and *The Teacher*, all published by Adams, Blackmer & Lyon, Chicago, are valuable aids in the Sunday school.

FASHION, in all its newest phases, is depicted in the *Domestic Monthly*. The several departments, "Small Talk," "Miscellany," "Household," "Mosaics," "Recent Literature," "Answers to Correspondents," etc., consume a large portion of the September number. Mary Cecil Hay has a story, "Her three Lovers," still running in its columns.

Prizes Awarded at Paris.

CLASS VIII. EDUCATIONAL EXHIBIT.—Diploma, equal to a gold medal, to the U. S. Naval Academy, Annapolis, Md.; the State University of Michigan, and the U. S. Bureau of Education.

Silver Medal, to the Mass. Institute of Technology, and H. C. Lea of Philadelphia.

Bronze Medal, to the Boston University, and D. Van Nostrand of New York, and to the *New England Journal of Education*. (It is gratifying to note this award to our educational journalism. The publishers of the *NEW YORK SCHOOL JOURNAL* did, at one time, entertain the idea of making an exhibit of their publications in Paris. They feel sure that if they had done so, they would have received a medal, perhaps the silver or gold one; for the high practical character of the paper has been impartially conceded.)

CLASS IX. PRINTING AND BOOKS.—Gold Medal to D. Appleton & Co., of New York, and J. B. Lippincott & Co., of Philadelphia.

Silver Medal, to Julius Bien, Harper & Brothers, Scribner, Armstrong & Co., and David Williams of New York; and G. W. Casileer.

Bronze Medal, to A. S. Barnes & Co. of New York, Iverson, Blakeman, Taylor & Co., E. Steiger, and J. Wiley & Sons of New York.

Honorable Mention, to the *American Bookseller*, Claxton, Remsen & Haffelfinger, J. L. Sibole & Co. of Philadelphia, the University Publishing Co., and Boericke & Tafel of New York.

PUBLIC SCHOOLS.—We are quite in agreement with those who think and say that practical reforms are needed in our methods of popular education. Valuable as our public-school system has proved itself to be, and indispensable as it is to a government founded on the intelligence and integrity of the units composing the nation, still, as things go, multitudes of children are deprived of certain advantages which they ought to have while acquiring an education for the practical affairs of life. Until some way is found for connecting with the public schools in large cities, departments for technical instruction in particular arts, society will continue to be burdened with educated idlers who are above working at manual labor of any sort. The fact is that the majority of the boys and girls in our city schools are both over educated and under educated. Their acquirements are enough to make them despise all productive forms of industry. The boys want to be clerks or salesmen, and failing in that hope, they aim to get their living by their wits. The girls all want to be teachers, if they have need of earning a livelihood, or some light and elegant employment. This is the result of over-education. They would not be under-educated if they were taught the elements of a trade and furnished with the groundwork of that knowledge which would prepare them to take hold of this hard world and master it. The number of young people in our cities who have nothing to do because they do not know how to do anything practical is increasing yearly. Should not our public schools try to prevent the enlargement of this class of dependents?—*Christian Intelligencer*.

We take pleasure in calling the attention of our readers to Miss Leggett's "Boarding House for Business Women," at No. 61 Clinton Place, New York. In her circular Miss Leggett states, that her desire is to provide a home for this deserving class of society, where every attention shall be paid to the comfort of the inmates, and where they will enjoy every social advantage without being subjected to any other restraint than those which are necessary to every well regulated household. The board including the use of bath-rooms, parlors, library, piano and every privilege of the house is fixed at the very moderate sum of \$4 per week. Miss Leggett is a lady, who to culture and refinement unites excellent business ability and who has really the good of women at heart. With such a woman to superintend it is not surprising that her house already becomes popular, for not only do business women avail themselves of its advantages, but art students, school teachers, music teachers, and medical students are found among her guests.

Things to Tell the Scholars.

The child can spend but a short portion of his life in the school room; while there it is of primary importance that he shall be led to acquire all the useful knowledge possible.

INVENTORS continue to produce steam wagons. One recently tried in Wisconsin, hauled a wagon weighing 3,500 pounds, two hundred and one miles in thirty-three hours.

WASHINGTON'S will is kept in a glass case in the office of the clerk of Fairfax county, Virginia. The writing has almost faded away and the paper is so frail that it will not bear handling.

It is said that 3,000,000 persons in France are afflicted with inability to distinguish colors (Daltonism). The number of women so afflicted, as compared with the number of men, is in proportion of one to ten.

CIRCASSIAN girls are still sold to Turks. A correspondent to the *London Times* says that a Moslem dealer makes choice of four young, unsophisticated girls, imports them to Constantinople, sells them, and then goes back for more. If he can achieve four such trips in a year, he can make a good living by his profits on sixteen women.

It is estimated that the flax mills of Russia give employment to 300,000 operatives and produce \$120,000,000 worth of goods per annum. During the last year America imported \$340,000,000 worth of flax and its manufactures. But we can produce, if we would, enough flax to supply the world. California and Oregon alone are capable of producing enough of the commodity to supply the United States.

TO DIE IN THE LAST DITCH.—Hume says that the origin of this phrase may be ascribed to William of Orange. When Buckingham urged the inevitable destruction which hung over the United Provinces (Holland), and asked William if he did not see that the Commonwealth was ruined, the prince replied, "There is one certain way by which I can be sure never to see my country's ruins,—I will die in the last ditch."

MUCH has been said about the origin of pearls, but the Arabs have hit upon the most wonderful explanation of them. They say that on being turned out of the garden of Eden, Eve wept violently, and her tears, which flowed into the ocean, were changed into pearls, and those which fell upon land brought forth beautiful flowers. Adam's tears sank into the earth, and as they contained juices of his food in the beautiful garden, they produced fragrant trees and spices.

COMMANDER W. S. SCHLEY, of the United States steamer *Essex*, has successfully run a line of soundings from St. Paul de Loando, Africa, to Cape Frio, Brazil, via St. Helena. The greatest depth found between Africa and St. Helena, was 3,063 fathoms, or 18,376 feet, and between St. Helena Brazil 3,284 fathoms or 19,704 feet, nearly three and three-quarter miles. The soundings taken eastward and westward of St. Helena exhibit, in profile, that the island stands almost perpendicular in nearly 12,000 feet of water.

REELFOOT LAKE is a body of water formed in Tennessee as a result of the New Madrid earthquake of 1811. The earth sank to such a depth where the lake is now, and the waters rushed in from the river. Trees are still standing all through the lake, which corroborate the fact. The quantity of fish in the lake is incredible, and of all kinds that are found in the rivers and creeks in this part of the country. There seems no doubt but there is a subterranean connection between the lake and the Mississippi River.

The barking of the cork tree—a species of oak growing in Spain, Portugal and Italy—is commenced when the tree is fifteen years old, and is repeated every eight or ten years afterward. It does appear to injure the tree. In spite of this periodical flaying, it lives to the age of a hundred and fifty years. In July and August incisions are made around the tree and down to the root; the pieces which detach easily, are soaked in water, placed under heavy weights, dried before a fire, and stacked in bales for exportation.

When Oliver Cromwell was Lord Protector of England he had a cap of Liberty made as a stamp for all Government paper. After his death, and when the Stuarts had returned, it happened one day that King Charles the Second wanted to write a letter. They brought him some of the Cromwellian paper. He noticed the stamp, and said, "What is that in the corner?" When he was told he flew into a passion, and said, "Take it away. None of your foolscap for me!" This is said to have originated the term "foolscap paper."

THEY have queer ways in Asia, especially in Thibet. The Grand Lama, who resided at Lhas, Thibet, died two years ago, and it devolved on a Council of Lamas to ascertain on whom his spirit had passed and then to crown him. The sessions of the council were secret, and the manner of making a selection was shrouded in mystery. After two years of untiring and careful search they found a child who bore the tokens of possessing the spirit of the Dalai, or Grand Lama, and he will be the patent ruler of 400,000,000 persons. It must be remembered that the Dalai is the head of the Buddhist church, if it may be so called, at least of the believers; his orders are to be carried out in respect to that religion.

An amusing myth is told of the origin of the finger-ring. When Jove released Prometheus from the bonds by which he had been confined, he condemned him, as a sort of penance—perhaps somewhat after fashion of a modern ticket-of-leave—to wear upon his finger as a ring, a link of the iron chain that bound him to the Caucasian rock, in which was set a fragment of that rock itself. In this way, so fable goes, the custom of the finger-ring originated. There is every reason to believe that this use of the engraved stone began with the Greeks, and from them was copied by their servile imitators, the Romans. It is every way a convenient and natural one, and our grandfather's custom of wearing their seals at the fob, as it was called, or hanging from the side-pocket, was a recurrence to old Assyrian usages, which did not long hold its ground.

Boys who have read Cooper's novel of "The Last of the Mohicans," will be glad to know that Chin-gach-gook was a real personage. Under the name of Wasa-mapah he was known, about one hundred and fifty years ago, to all the tribes of the Lenapi, as their fiercest and most powerful leader. His fate was, however, very different from that which the novelist assigns him. He was the first Indian met in the wilderness by Rauch, the Moravian missionary, and was converted by him, and baptized Job, Tschoop, as the Moravians pronounced it. Job was for awhile subject to backslidings, both into fighting and drunkenness. In the quaint Moravian "God's Acre," at Bethlehem, with its rows of little, square stones sunken flat in the grass, is one gray with lichen, marked "Tschoop," beneath lies the fierce last chief of the Mohicans, so long a favorite hero with American young people.

In various parts of Florida, especially along the St. John's and Indian Rivers, there are immense groves of wild oranges; Bartram, in his "Travel," mentions having seen in 1763, near Mosquito Inlet, a ridge about half a mile wide and forty miles long, which was one dense orange grove, interspersed with magnolias and a few other trees. So thoroughly established is the tree, and generally is it distributed, that many have supposed it to be indigenous; but botanists who have investigated the matter regard it as an instance of remarkable naturalization, and the trees as having descended from those which are known to have been introduced by the early Spanish colonists. This wild orange is bitter, often called in Florida the bitter-sweet, and so exceedingly fruitful that a tree in full bearing is an object of great beauty; the wild orange furnishes stocks on which to bud other varieties, and the fruit is used to make marmalade.

ST. STEPHEN'S day, in the Isle of Man, is given over, among a great part of the population, to a cruel custom, that of hunting wrens with sticks and stones; and when they succeed in capturing one, it is tied to the end of a long pole and carried around the country. The custom arises from a superstition, dating far into the past, of a fairy so beautiful that all the youths of the island went to look at her, and then she would sing such wondrous songs that they would follow wherever she chose lead them, which was into the sea, for she was cruel and wicked, and led them, one after another, to their death, until, at length, scarcely a young man was left, and trouble was in every man's home for the brother or son that was missing. At length there came a knight, who, vowing vengeance, laid a deep plot for the destruction of the wicked lady. He seized her by her hair, but as he stood over her with his drawn sword she suddenly changed into a tiny wren, flying away from under his fingers, and thus escaped with a mocking laugh of triumph; but by some power greater than her own, the wicked fairy lady was compelled once in every year to reappear in the island in her assumed form, and this is on St. Stephen's day, when the young men of the superstitious island hunt after her with a vivid memory of their ancient wrongs.]

The Scholars of our Schools Should have Good and Pure Reading.

No fact is more lamentable than that the press is being powerfully used to corrupt and unsettle our youth. Especially it is to be noted that most of the story-papers made for boys and girls, deride the teacher and the school; the former is made out to be a tyrant whom it is right to treat with indignity; they claim that school-book knowledge is useless; they make the hero disobey his parents and teachers, run away from school, and yet contrary to God's Law and human experience, succeed better than the obedient, punctual scholar who stays at home! The effect of these papers which are printed by the hundreds of thousands is beginning to be felt. Frequent accounts appear in the daily papers of boys who commit crime and declare "they read of such things in the story papers." It is of no use to deny children the opportunity to read, for they will read. The true way is to put good reading in their hands. Besides they should be instructed to shun bad reading, just as they are taught to shun poisons.

The Scholar's Companion

Is devoted to interesting the pupil in his own improvement; it will show the benefit of being a thorough scholar, of being punctual and obedient. The stories will throw a halo around the duties of the school-room. It will supplement what is taught there, and have something to say to enliven each study. While it is useful and attractive to any young person, it is especially fitted for those who are in the school-room, whose minds are awakened up by contact with the teacher's mind; it interests its readers in the subject of self-education. The SCHOLAR'S COMPANION will be found indispensable to the school room, because it "interests the pupil in finding out things." This is the language of the teachers. To teachers we say: We want the best compositions for publication, also incidents that show what boys and girls "can do when they try;" please remember that we ask your hearty co-operation and correspondence in the useful work. Send us fresh dialogues and declamations and any other things you deem valuable.

No Scholar Can Afford To Do Without It.

This is for these reasons: 1. It will create a constant desire for an education, and that is one of the noblest feelings a child ever has. Now it is a fact that a great deal of time is wasted because a pupil's energies are asleep. The COMPANION will wake him up to a sense of his needs and will develop and cultivate a love for knowledge, and thus prove a constant incentive to application. (2) New things are constantly being discovered in Geography and History for example, and this paper will lay them before its readers every month; these will be of great interest and profit. The questions proposed will interest young and old; it keeps all the faculties thinking and searching to answer them, and many a young child has taken new courage when it has succeeded, and it is announced in the paper—it becomes a new being afterwards. (3) The COMPANION exerts a powerful influence in bringing school and home nearer together. It will cause a greater appreciation of the teacher's work, especially of the newer and better methods of teaching now coming into use, because these will be alluded to in this paper. For these and many other reasons our paper is an indispensable SCHOLAR'S COMPANION. Desiring to increase its circulation we ask your attention to the excellent pay we give for little work. Read over the Premium List. Especially note the Dictionary—for every one needs that—you get the paper and Dictionary for less than what the latter would cost you.

Remember the paper is only 50 cents a year. Remember you can work for it in your neighborhood and earn a great deal of money and spend but little time. Write if you want to act as an agent and make \$100.00 or more. Remember there is no other paper like the SCHOLAR'S COMPANION.

Our Premium List.

These premiums are to be given to our subscribers, either New York School Journal or Scholar's Companion, who send in the number of new subscribers mentioned.

Every article warranted to give satisfaction.

PREMIUMS.			
	Price of Premium.	No. of sub- scribers to S. Comp.	No. of sub- scribers to S. Jour.
The Illustrated Pronouncing Pocket Dictionary. (Send ten cents for postage.)	\$.75	1	1
A Four Bladed Ivory handled Pocket Knife for Lady,	1.25	2	1
The same as above for a Gentleman,	1.25	2	1
A Handsome Rolled Gold Plate Watch, - (Send ten cents for postage.)	2.00	2	1
Wood's Botanical Pocket Magnifier, 3 powers.	1.50	2	1
Wood's Botanical Microscope, complete.	3.00	4	2
Lady's Gold Plated Neck Chain, very handsome.	3.00	4	2
Gent's or Boys Gold Plated Watch Chain, very handsome.	3.00	4	2
Gent's or Boy's Best Rolled Gold Plate Watch Chain, very handsome.	10.00	14	4
Gent's Nickel Watch, Open Face, Stem Winder.	15.00	35	10
Gent's Coin Silver Watch, Hunting Case.	15.00	35	10
Boy's " " " "	15.00	35	10
Lady's Solid Gold Watch, Hunting Case, Full Jewelled.	35.00	70	20
Lady's Rolled Gold Plate Watch and Guard Chain, 60 inches long.	30.00	65	18
A Splendid 12 Stop Cabinet Organ.	200.	375	100
A Nickel-Plated Clock.	3.00	12	4

The Scholar's Companion is given as a premium to any one who sends us five subscribers including his own; or to any JOURNAL subscriber who sends another JOURNAL subscriber. And the JOURNAL is given as a premium to any one who sends 10 subscribers to the COMPANION or a club of 5 to the JOURNAL including his own.

1. One subscription for the SCHOOL JOURNAL will count on a club for any premium, the same as four subscriptions to the SCHOLAR'S COMPANION, unless otherwise stated.

2. All subscribers may be for either paper; or a part may be for one and a part for the other.

3. A club may include subscribers from several post offices.

4. We believe that every person who shall read this, can obtain subscribers enough to secure free, as a premium, any article on our list. But if any one should not care to do so, send as many as convenient and two-thirds as much cash extra, as would pay for the subscribers lacking. For instance, suppose the premium desired is the Lady's Gold Watch, and that 16 subscribers for the COMPANION and 2 for the JOURNAL have been obtained—equivalent to 24 COMPANION subscribers, or 36 less than the number required to complete the club. The 36 subscribers for the COMPANION at 50 cents each, amount to \$18., two-thirds of which (\$12.) would be the amount required in addition to the subscribers obtained, for the watch.

5. The person making up the club must be a subscriber, as the object of this premium list is to benefit our subscribers.

Concerning Watches.

We offer Swiss, instead of American watches, because they cost much less. We are aware that American watches are generally supposed to be superior because they are made by machinery. But the Swiss people as well as we, have large factories, the best machinery and the most skilled operatives, who receive less wages than American manufacturers are obliged to pay. Hence, we cannot to any extent, compete successfully in an open market with Swiss manufacturers.

It used to be a notorious fact that American sewing machines could be bought in Europe at half the prices at which they would be sold by merchants here. The same is now true in regard to watches. Our manufacturers require dealers here to pay very much more than is obtained from the European trade for the same goods. The greater part of the difference, amounting to hundreds of thousands of dollars annually, paid by the American trade, is expended by our manufacturers in directly or indirectly discrediting the value of European goods to possible purchasers of their own.

Another important fact not generally known, is that an American "movement" which sells for \$50. wholesale, costs less than \$4. more to make than one which sell for \$10. All parts of both are made by the same machinery. Also, the expense of manufacturing in large quantities the works or movement of any watch which can be bought at retail for \$75. or less, is not more than \$7.

We are outside of all so-called "combinations;" and the premiums which we offer are bought in an open market where the largest cash orders secure the manufacturer's lowest living rates. And the person who chooses a premium instead of a cash commission receives the most value which we, with all our advantages, can obtain for the money sent us. As a rule we can give about 3 dollars worth for every dollar in commissions. And if for any reason whatever, a premium should fail to give perfect satisfaction, it should be returned in good order, in which case we will exchange it, or the cash commissions sent for it will be refunded.

Persons wishing to test the value of a watch or other premium, should go to places where such goods are sold and inquire what an article to match it can be supplied for—not intimating how the premium was obtained or how much it cost. A merchant will not admit his inability to supply an article at our rates, if the object of the inquiry should be first suspected.

Lady's Gold Watch.

This is a full-jewelled, patent lever, (Jules Mathey), in solid gold, hunting case, and enclosed in a handsome velvet-lined watch-case. It is warranted to be a good time keeper; and is offered as a premium for 70 subscribers for the SCHOLAR'S COMPANION, or 20 subscribers for the SCHOOL JOURNAL.

Gentleman's Watch.

No. 1 is a very heavy, open-face, nickel case, patent lever, stem winder—(J. Lieberman), and is an excellent time keeper. Given as a premium for 35 subscribers for SCHOLAR'S COMPANION, or 10 subscribers for SCHOOL JOURNAL. No. 2 is an extra jewelled, patent lever movement, in coin silver hunting cases. An excellent time keeper, and given for 35 subscribers for SCHOLAR'S COMPANION or 10 subscribers for the SCHOOL JOURNAL.

Boy's Watch.

—In coin silver hunting cases (J. Raymond), patent lever, and given for 35 subscribers for the SCHOLAR'S COMPANION, or 10 subscribers for the SCHOOL JOURNAL. Every watch warranted.

Lady's Watch Chain.

This is 60 inches long, with tassels and a magnificent Slide, mounted with Stone Cameo and Pearls. It is one of the handsomest chains manufactured, the best Rolled Gold Plate, and will last a lifetime, looking as well as solid gold. Given for 65 subscribers for the SCHOLAR'S COMPANION, or 18 subscribers for the SCHOOL JOURNAL.

Pocket Knives.

A Pocket Knife is quite indispensable, and no person can afford to carry a poor one; and yet few others are sold on account of the extra expense of good ones. We offer only such as are warranted to give satisfaction. No. 1 is a substantial, four bladed lady's knife with ivory handles. No. 2 is a four bladed knife suitable for either gentlemen or boys—see illustration. It has fine, ivory handles, and is substantial and finely finished. Either knife will be mailed free as a premium, for 2 subscribers for the COMPANION.

The Illustrated Pronouncing Pocket Dictionary.

Mailed free to any subscriber who will send us 50 cents for one new subscription to the COMPANION (and 10 cents more for postage), or two to one who sends one new subscriber to the JOURNAL. By a little effort every boy or girl in a school may secure this valuable book.

Upon the sense of sight more than upon any other faculty do we depend for a knowledge and appreciation of the world around us; and whatever aids in increasing the keenness and clearness of our vision must, of course, be not only a source of pleasure, but an assistant of great practical utility. This Wood's Botanical Microscope does. It not only doubles and quadruples the power of seeing things, but it multiplies that power by tens and hundreds of times.

A microscope is useful in proportion as it increases the capacity to see small things clearly. For instance, an insect which appears to be without form and no larger than a mite, when examined under the Botanical Microscope, is seen to be as exquisitely formed and as delicately colored as any of its larger species. The skin upon a person's face and hands appears to be almost as rough and coarse as the hide of a rhinoceros. The various parts of flowers are so much enlarged as to exhibit varied attractions, which only infinite skill could have planned and executed. This microscope enables any one to see in the most familiar objects, new forms and beauties, which are amusing, entertaining and instructive.

To be in the highest degree useful, a microscope must have sufficient space between the object under examination and its lenses, to allow the object to be turned and examined on all sides, to be picked apart and examined while under the eye; and it the same time it must magnify sufficiently to show all parts of the object clearly and distinctly.

Another requisite is a mirror, for reflecting the light up through transparent objects. In this respect Wood's is superior to any other instrument which can be bought for its price.

The apparatus for "housing" small insects and for liquid objects is also an important feature of this microscope. It consists of two strips of glass, the under and thicker one having a trough in it deep enough to contain small living objects, which, being thus "housed," may be placed upon the stand underneath the springs, and examined at leisure. Extra sets of these may be ordered with the instrument, at five cents.

Note these points.

It enlarges one's appreciation of the Creator and of His attributes. It cultivates a love of the beautiful and the good. It opens up to us an infinite variety of natural curiosities, the observation of which as a pastime affords unbounded enjoyment, with the acquisition of most useful knowledge. It is the best detector of counterfeit money. It will expose the shoddy material in cloth, paper, etc.

Wood's Botanical Microscope (see Fig. 1) consists of 12 parts, viz.: 2 Lenses, A, of different powers, a Diaphragm, and a Vulcanized Rubber Case, B, which constitute the magnifier part and will be sold separately when desired. The remaining parts are the Upright C, the Stand G, the Clamps D, 2 Glass Slides F, a Mirror J,



Fig. 1—Wood's Botanical Microscope.



Fig. 2—Magnifier open.

and 2 Dissecting Instruments—all packed in a neat and substantial Case. The Stand part is heavily plated.

The price of the microscope is \$1.50, post-paid; and the magnifier part alone \$1.00.



Fig. 3—Magnifier closed.

Fig. 2, Magnifier open. Its lenses may be used separately or together, affording the three magnifying powers which are most frequently useful.

Fig. 3, Magnifier closed ready to be carried in the pocket.

See our Terms.

Any subscriber can obtain the "Botanical Magnifier," (Fig. 2) by sending another subscriber and \$1.00, or the Botanical Microscope by sending two subscribers and \$2.00. (The magnifier part of the Botanical Microscope and the Botanical Magnifier are the same. It can be slipped off the standard and carried in the pocket if desired.) We hope to send out 25,000 of these microscopes. Every teacher will teach better by having one.

For Introduction.

If you are where you cannot join a club, and want the TEACHER'S INSTITUTE send 25 cts. and the names of several "live" teachers you think will take it, and we will send it to you on trial for six months. We are certain you will join us